Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Cylch Meithrin Pum Heol

Five Roads School
Five Roads
Llanelli
SA15 5EZ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/05/2024

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About Cylch Meithrin Pum Heol

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cylch Meithrin Pum Heol
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is a post-registration inspection.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

Well-being	**Good**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children thoroughly enjoy their time at Cylch Meithrin Pum Heol. They are supported in their choices and receive consistent interactions from staff. Children play co-operatively and have developed good relationships with the adults around them. They take part in a range of activities and develop their independence skills well.

Staff work effectively to implement the setting's policies and procedures. Staff have a positive and caring relationship with the children in their care. However, there is a recommendation in relation to supervision. Staff encourage children to choose what they want to do and provide them with interesting activities. However, they are developing their planning and practice to support children's learning and development. Staff promote the Welsh language and all developmental needs according to their ages and stages of development.

People who run the setting provide a secure and welcoming environment. They ensure risk assessments are in place for all aspects of the setting, however these are not always reviewed and used as working documents. The interior layout of the nursery provides plenty of space for children to play and offers a good variety of age-appropriate play resources. There is an outdoor play space, although this is not always used to its full potential.

People who run the setting have a developing vision for Cylch Meithrin Pum Heol. They have appropriate processes in place to review, and update documents and policies when needed. They ensure that staff are suitable to work with children and offer relevant training. They keep parents suitably informed regarding daily routines and events.

Well-being — Good

Children have opportunities to make choices and decisions about their play. Most children make purposeful choices and access areas of indoor provision confidently. For example, choosing their activities and resources from the baskets in the main playroom or by visiting the role play and reading areas. Children are confident communicators because they know they are listened to. Most express themselves clearly using words and phrases as they tell staff they want to go outdoors to play.

Children feel safe, happy, and valued at the setting. The morning routine is consistent and positive, meaning nearly all children cope well with separation. Children express empathy and are sensitive to the needs of others. They imitate the calmness of the adults who care for them and show kindness towards each other. Children begin to feel a sense of belonging and smile as they receive praise for being an excellent helper at tidy up time.

Nearly all children play alongside each other, sharing and taking turns. For example, two children wanted the same doll but went looking for other toys so they could both play together. Most children use manners when receiving their snack. There are good bonds of affection between children and staff. Children go to staff for attention and reassurance throughout their time at the setting. They behave well and are familiar with the routines. For example, children were eager to help tidy up, wash their hands and get ready for outdoor play.

Children are enthusiastic and engage with a good variety of opportunities to play. For example, children are able explore their environment with confidence and enjoy choosing from a good range of resources that are freely accessible to them. Children of all ages have extended periods of uninterrupted time to play, and as a result, are developing appropriate levels of concentration and perseverance. For example, a group of children played with the flowers, created their own gardens, and supported others to join in their fun. Another group of children sustained an interest in water play for a significant amount time and made space for others to share the resources.

Children are fully immersed in the Welsh language. They consistently hear the language and non-Welsh speaking children understand and often use Welsh words or phrases as part of their conversation. Children have very good opportunities to develop their independence skills enabling them to do things for themselves. This is evident from the time they step through the door. For example, they hang their own coats on the pegs, and during snack time, they cut their own fruits that they chose the previous week. They butter their own toast, and all children are encouraged to eat independently.

Care and Development — Adequate

Staff understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety, and well-being. They have appropriate training in child protection. They understand their responsibility to protect children and are confident in knowing how they would respond to concerns and who they would need to inform. Appropriate incident and accident recording systems are in place and include details and evidence of information sharing with the parents. First aid training is current and suitable for the ages of children cared for. Staff provide healthy food and drinks and have systems in place to manage allergies and dietary requirements. There is a suitable system in place to record the attendance of children and staff. During the inspection, staff ensured they supervised the children well. However, on one occasion a member of staff was left with the children which could have had a negative impact on the children's safety.

Staff interact with children in a friendly, calm manner providing encouragement and praise. For example, complimenting children on their paintings and for climbing the slide independently, fostering confidence and self-esteem. Staff share a positive approach to managing children's behaviour and follow the setting's policy effectively. They use strategies such as distraction or explanation to resolve minor issues. Staff know children well and are good role models. For example, they sit with children during snack and lunch time, modelling good social and communication skills.

Staff strive to provide children with varied and valuable opportunities which are both child and adult led. They plan some activities around annual events but have yet to start planning for individual needs. Staff make some observations of children's learning and development. However, progress is not currently tracked.

Environment	Adequate

People who run the setting have satisfactory measures and policies in place to ensure that the environment is clean and secure. For example, staff lock all external gates, use electronic security fobs to access all internal rooms and they record all visitors to the setting. People who run the setting complete satisfactory fire risk assessments and evacuation procedures, which are reviewed and acted upon. They carry out regular fire drills to ensure that staff and children know how to evacuate the premises in the event of an emergency. They ensure that basic daily checks are carried out and records are in place. However, hazards were identified during the inspection visit, both indoors and outdoors. For example, broken equipment ready for disposal were still accessible to the children in the playground and the kitchen safety gate had broken indoors. Environment risk assessments have not been reviewed or used as working documents and therefore potential risks have not been identified and addressed. During the course of the inspection, the people who run the setting have confirmed they have started to address the action points and remove identified hazards. People who run the setting organise cleaning routines that reflect satisfactory hygiene practices.

People who run the setting ensure the environment has good indoor play space for children to move freely. Children move confidently around the large playroom, playing on the hard flooring, carpeted area as well as tabletops. They have easy access to the toilets, which promotes independence and supports supervision. There was evidence seen during the inspection of opportunities where children are beginning to have some free flow access to the outdoors. People who run the setting ensure that any outdoor play space is regularly used. However, not all resources and equipment were set up for the children to access. For example, the playhouse and mud kitchen were not set up or enhanced for the children to play with on the day of the inspection. Indoors, toys and resources are stored at low level to ensure children can access these independently.

People who run the setting ensure that all children can access age-appropriate toys and the equipment are of good quality. They offer suitably sized tables, chairs, toilets, and sinks. Resources in the main stimulate children’s interest and enable them to develop and learn through their play. The setting are building on their range of resources to promote children’s language, numeracy, discovery, musical and physical development. There are few that celebrate culture and diversity. The people who run the setting explained how they had already identified some multicultural resources that had already sparked interest with the children.

Leadership and Management — Good

People who run the setting are open, sincere and have a developing vision for the service. They have a purposeful statement of purpose which reflects the setting provided. People who run the setting keep all regulatory information about the children including contracts, personal details, and permissions securely. They have a wide range of policies in place, which they ensure are implemented in practice and are reviewed regularly. They are organised in reviewing policies, certificates and information, and notify Care Inspectorate Wales (CIW) of all significant events in a timely manner. People who run the setting have a very good understanding of their responsibilities to promote the Welsh language and fulfil the obligations of the Welsh Language 'Active Offer'.

People who run the setting are working to make positive improvements to the setting. They complete an annual quality of care review that meets regulations. The person in charge and staff are reflective of what they do and are aware of training developments they would like to undertake. For example, staff would like to improve their knowledge of the Welsh Curriculum, assessing children's development, learning ways to inform their planning and to support the children's transition to school.

People who run the setting follow a safe recruitment process to safeguard children. They have a suitable system in place to check staff suitability and a system to ensure they keep mandatory checks and training up to date. They carry out pre-employment checks on staff members. During the course of the inspection, evidence was seen of appropriate staff supervisions and appraisals which take place annually. People who run the setting keep an accurate record of when children are in their care. Staff told us that they feel supported by management.

People who run the setting ensure that communication and engagement systems with parents are satisfactory. They have a contract in place for each child and gather relevant information and permissions needed to provide for each child's individual needs and preferences. They keep parents informed through verbal feedback and a closed social media page. We spoke to many parents on the day of the inspection visit and they were extremely complimentary about the nursery. They have established a firm partnership with the school as well as working closely with their umbrella organisation.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 15 - Staffing ratios	To ensure that two members of staff are always supervising the children.
Standard 4 - Meeting individual needs	To ensure that observations are recorded and progress tracked to help plan the next steps for the children's learning and development.
Standard 24 - Safety	To ensure risk assessments are reviewed regularly.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To further enhance the outdoor environment.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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